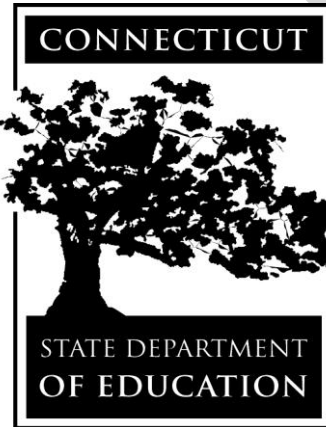


# **English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards**



## **Kindergarten**

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
<p><b>CC.K.R.L.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p><b>CT.PK.R.26</b> Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p><b>CT.PK.R.28</b> Reading Comprehension: After Reading: Identify the characters in a story.</p> <p><b>CT.K.R.36</b> Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p> <p><b>CT.K.R.34</b> Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 8</b> Uses complex sentences and vocabulary</p> <p><b>COG 10</b> Shows understanding of stories</p>	<p>This CCSS standard is matched by CT Pre K and K standards. The CT Pre K standards do not explicitly state prompting and support.</p>

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>aloud.</p> <p><b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>		
<p><b>CC.K.R.L.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>CT.PK.R.27</b> Reading Comprehension: After Reading: Retell information from a story.</p> <p><b>CT.PK.R.28</b> Reading Comprehension: After Reading: Identify the characters in a story.</p> <p><b>CT.K.R.35</b> Reading Comprehension: After Reading: Retell information from a story, using proper sequence.</p> <p><b>CT.K.R.36</b> Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 10</b> Shows understanding of stories</p>	<p>Good match. CCSS incorporates “including key details.”</p>
<p><b>CC.K.R.L.3</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>CT.PK.R.26</b> Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 10</b> Shows understanding of stories</p>	<p>Good match between the two documents.</p>

GRADE K			
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	<p><b>CT.PK.R.28</b> Reading Comprehension: After Reading: Identify the characters in a story.</p> <p><b>CT.K.R.36</b> Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.</p>		
Craft and Structure			
<p><b>CC.K.R.L.4</b> Ask and answer questions about unknown words in a text.</p>	<p><b>CT.PK.R.17</b> Vocabulary: Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p> <p><b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p><b>CT.PK.R.29</b> Reading Comprehension: After Reading: Draw conclusions after listening to a story.</p> <p><b>CT.K.R.25</b> Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 8</b> Uses complex sentences and vocabulary</p>	Excellent match.

GRADE K			
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<b>CC.K.R.L.5</b> Recognize common types of texts (e.g., storybooks, poems).	<b>CT.PK.R.30</b> Reading Comprehension: After Reading: Recognize there are different text structures, e.g., Once upon a time... beginnings - fairytales; Hickory, dickory, dock - nursery rhymes.  <b>CT.K.R.3</b> Concepts About Print: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels and storybooks  <b>CT.K.R.39</b> Reading Comprehension: After Reading: Identify the specific purposes of a text, e.g., to find information, to enjoy a story, to receive a message.  <b>CT.1.R.45</b> Reading Comprehension: After Reading: Developing an Interpretation: Identify whether text is fiction or nonfiction. .	<b>Preschool Assessment Framework (PAF)</b> <b>COG 10</b> Shows understanding of stories   <b>CMT Reading Comprehension: Developing Interpretation</b> <b>B1</b> Identify or infer the author's use of structure/organizational patterns	Collective match spanning three grade levels of CT standards.
<b>CC.K.R.L.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>CT.1.R.1</b> Concepts About Print: Identify title page, table of contents, author and illustrator of books.		CT standard does not include "define the role of each."
Integration of Knowledge and Ideas			
<b>CC.K.R.L.7</b>	<b>CT.K.R.6</b>	<b>Developmental Reading Assessment</b>	Weak match, major aspects of

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With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.</p> <p><b>CT.K.R.27</b> Reading Comprehension: Before Reading: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.</p>	<b>(DRA2)</b>	the CCSS not addressed.
<b>CC.K.R.L.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p><b>CT.1.R.47</b> Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.</p>	<p><b>Connecticut Mastery Test (CMT) Reading Comprehension Making Reader/Text Connections</b></p> <p><b>C1</b> Make connections between the text and outside experiences and knowledge. <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p>	
Range of Reading and Level of Text Complexity			
<b>CC.K.R.L.10</b> Actively engage in group reading activities with purpose and understanding.	<p><b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.</p> <p><b>CT.K.OL.1</b> Listening: Listen for a specific purpose, including recalling events, summarizing details, and acquiring information.</p> <p><b>CT.K.OL.9</b></p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 9</b> Understands and participates in conversations.</p>	

GRADE K			
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	Speaking: Recite short poems, rhymes and songs.		
READING STRAND: READING FOR INFORMATION STANDARDS			
Key Ideas and Details			
<b>CC.K.R.I.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.  <b>CT.PK.R.26</b> Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.  <b>CT.PK.R.28</b> Reading Comprehension: After Reading: Identify the characters in a story.  <b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.  <b>CT.K.R.34</b> Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read aloud.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 5</b> Compares and orders objects and events <b>COG 10</b> Shows understanding of stories  <b>Developmental Reading Assessment (DRA)</b>	Good match.

GRADE K			
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	<b>CT.K.R.36</b> Reading Comprehension: After Reading: Identify the setting, theme, conflict, and important events of the plot in a story.		
<b>CC.K.R.I.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>CT.K.R.34</b> Reading Comprehension: After Reading: Answer literal and easy inferential questions about texts read aloud.  <b>CT.K.R.37</b> Reading Comprehension: After Reading: Identify the topic of a nonfiction text.	<b>Developmental Reading Assessment (DRA)</b>	CT standards do not reference "key details."
<b>CC.K.R.I.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>CT.1.R.47</b> Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.	<b>CMT Reading Comprehension: Making Reader/Text Connections</b>  <b>C1</b> Make connections between the text and outside experiences and knowledge	CT Grade 1 standard speaks to text-to-text connections.
Craft and Structure			
<b>CC.K.R.I.4</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>CT.PK.R.17</b> Vocabulary: Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.  <b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.		Good match.



GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<b>CT.K.R.25</b> Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.  <b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.		
<b>CC.K.R.I.5</b> Identify the front cover, back cover, and title page of a book.	<b>CT.K.R.5</b> Concepts About Print: Identify parts of books, e.g., spine, cover, pages, title, front, back.		
<b>CC.K.R.I.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>CT.1.R.1</b> Concepts About Print: Identify title page, table of contents, author and illustrator of books.		
Integration of Knowledge and Ideas			
<b>CC.K.R.I.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>CT.K.R.6</b> Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.  <b>CT.K.R.27</b> Reading Comprehension: Before Reading: Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension.	<b>Developmental Reading Assessment (DRA)</b>	Weak match, major aspects of the CCSS not addressed.

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
<b>CC.K.R.I.8</b> With prompting and support, identify the reasons an author gives to support points in a text.	<b>CT.1.R.48</b> Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.	<b>CMT Reading Comprehension: Examining Content and Structure</b>  <b>D1</b> Analyze and evaluate the author's craft including use of literary devices and textual elements	CT standard does not specify reasons.
<b>CC.K.R.I.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>CT.1.R.35</b> Reading Comprehension: During Reading: Make connections, including text-to-text and text-to-self connections.  <b>CT.1.R.47</b> Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.	<b>CMT Reading Comprehension: Making Reader/Text Connections</b>  <b>C1</b> Make connections between the text and outside experiences and knowledge	Good match, with minor aspects of the CCSS not addressed.
<b>Range of Reading and Level of Text Complexity</b>			
<b>CC.K.R.I.10</b> Actively engage in group reading activities with purpose and understanding.	<b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.  <b>CT.K.OL.1</b> Listening: Listen for a specific purpose, including recalling events, summarizing details, and acquiring information.  <b>CT.K.OL.9</b> Speaking: Recite short poems, rhymes and songs.	<b>Preschool Assessment Framework (PAF)</b>  <b>P &amp; S 3</b> Participates in teacher-led group activities.  <b>COG 9</b> Understands and participates in conversations  <b>CRE 4</b> Sings and responds to music.	
<b>READING STRAND: FOUNDATIONAL SKILLS STANDARDS</b>			
<b>Print Concepts</b>			

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
<b>CC.K.R.F.1</b> Demonstrate understanding of the organization and basic features of print.	<b>CT.PK.R.1</b> Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.  <b>CT.PK.R.4</b> Concepts About Print: Recognize print conveys meaning, e.g., environmental print.  <b>CT.K.R.1</b> Concepts About Print: Recognize words are separated by spaces.  <b>CT.K.R.2</b> Concepts About Print: Recognize sentences are made of separate words.  <b>CT.K.R.3</b> Concepts About Print: Identify types of everyday print materials, e.g., poems, newspapers, signs, labels and storybooks.  <b>CT.K.R.5</b> Concepts About Print: Identify parts of books, e.g., spine, cover, pages, title, front, back.  <b>CT.K.R.6</b> Concepts About Print: Emergently	<b>Preschool Assessment Framework (PAF)</b> <b>COG 11</b> Displays book knowledge <b>COG 13</b> Identifies printed words	Collective match across two CT grade level standards.

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>"read" familiar books, i.e., recognize print and pictures tell the story.</p> <p><b>CT.K.R.7</b> Concepts About Print: Track printed words from left to right demonstrating one-to-one correspondence.</p>		
<p><b>CC.K.R.F.1.a</b> Follow words from left to right, top to bottom, and page by page.</p>	<p><b>CT.PK.R.1</b> Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.</p> <p><b>CT.K.R.7</b> Concepts About Print: Track printed words from left to right demonstrating one-to-one correspondence.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 11</b> Displays book knowledge <b>COG 13</b> Identifies printed words</p>	CT. PK.R.1 is an excellent match.
<p><b>CC.K.R.F.1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>CT.PK.R.4</b> Concepts About Print: Recognize print conveys meaning, e.g., environmental print.</p> <p><b>CT.K.R.2</b> Concepts About Print: Recognize sentences are made of separate words.</p> <p><b>CT.K.R.4</b> Concepts About Print: Distinguish letters from words.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 13</b> Identifies printed words</p>	CT standards do not specify "sequence of letters."

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
<b>CC.K.R.F.1.c</b> Understand that words are separated by spaces in print.	<b>CT.K.R.1</b> Concepts About Print: Recognize words are separated by spaces.		Excellent match.
<b>CC.K.R.F.1.d</b> Recognize and name all upper- and lowercase letters of the alphabet	<b>CT.PK.R.12</b> Phonics: Identify both upper and lower case letters of the alphabet.		
Phonological Awareness			
<b>CC.K.R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>CT.PK.R.6</b> Phonological Awareness: Identify spoken words that rhyme.  <b>CT.PK.R.7</b> Phonological Awareness: Orally produce rhyming words.  <b>CT.PK.R.8</b> Phonological Awareness: Segment and blend initial sounds.  <b>CT.K.R.9</b> Phonological Awareness: Blend onset and rime to form words, e.g., /d/ /o/ /g/ = dog.  <b>CT.K.R.10</b> Phonological Awareness: Identify spoken words with similar initial sounds.  <b>CT.K.R.11</b> Phonological Awareness: Identify	<b>Preschool Assessment Framework (PAF)</b> <b>COG 12</b> Recognizes similar sounds in speech	Collective match using multiple CT standards.

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>spoken words with similar ending sounds.</p> <p><b>CT.K.R.12</b> Phonological Awareness: Produce groups of words orally that begin with the same initial sounds.</p> <p><b>CT.K.R.13</b> Phonological Awareness: Segment and isolate initial, medial and final sounds of CVC (consonant-vowel-consonant) words.</p> <p><b>CT.K.R.15</b> Phonological Awareness: Substitute initial phoneme sounds.</p> <p><b>CT.K.R.16</b> Phonological Awareness: Identify the number of syllables in three-syllable words.</p>		
<p><b>CC.K.R.F.2.a</b> Recognize and produce rhyming words.</p>	<p><b>CT.PK.R.6</b> Phonological Awareness: Identify spoken words that rhyme.</p> <p><b>CT.PK.R.7</b> Phonological Awareness: Orally produce rhyming words.</p> <p><b>CT.K.R.8</b> Phonological Awareness: Produce rhyming words orally in response to</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 12</b> Recognizes similar sounds in speech</p>	<p>Excellent match between CT standards PK.R.6 and PK.R.7</p>

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
	spoken words.		
<b>CC.K.R.F.2.b</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>CT.PK.R.10</b> Phonological Awareness: Identify the number of syllables in two-syllable words.  <b>CT.K.R.16</b> Phonological Awareness: Identify the number of syllables in three-syllable words.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 6</b> Relates number to quantity <b>COG 12</b> Recognizes similar sounds in speech	CT standards do not address "pronounce and blend"
<b>CC.K.R.F.2.c</b> Blend and segment onsets and rimes of single-syllable spoken words.	<b>CT.PK.R.8</b> Phonological Awareness: Segment and blend initial sounds.  <b>CT.K.R.9</b> Phonological Awareness: Blend onset and rime to form words, e.g., /d/ /o/ /g/ = dog.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 6</b> Relates number to quantity <b>COG 12</b> Recognizes similar sounds in speech	
<b>CC.K.R.F.2.d</b> Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)	<b>CT.K.R.13</b> Phonological Awareness: Segment and isolate initial, medial and final sounds of CVC (consonant-vowel-consonant) words.		
<b>CC.K.R.F.2.e</b> Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-	<b>CT.K.R.15</b> Phonological Awareness: Substitute initial phoneme sounds.		

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
syllable words to make new words.			
<b>Phonics and Word Recognition</b>			
<b>CC.K.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>CT.PK.R.12</b> Phonics: Identify both upper and lower case letters of the alphabet.  <b>CT.PK.R.13</b> Phonics: Recognize familiar letter-sound correspondences.  <b>CT.K.R.17</b> Phonics: Demonstrate letter-sound correspondences for all single consonants.  <b>CT.K.R.18</b> Phonics: Identify letters matched to short vowel sounds.  <b>CT.K.R.19</b> Phonics: Use common consonant sounds with short vowels to decode three letter words.		
<b>CC.K.R.F.3.a</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<b>CT.PK.R.13</b> Phonics: Recognize familiar letter-sound correspondences.  <b>CT.K.R.17</b> Phonics: Demonstrate letter-sound correspondences for all single consonants.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 12</b> Recognizes similar sounds in speech	CT standard PK.R.13 is a precursor to the CCSS.
<b>CC.K.R.F.3.b</b>	<b>CT.K.R.18</b>		



GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<p>Phonics: Identify letters matched to short vowel sounds.</p> <p><b>CT.1.R.6</b> Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.</p>		
<p><b>CC.K.R.F.3.c</b> Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><b>CT.PK.R.3</b> Concepts About Print: Recognize familiar printed words.</p> <p><b>CT.PK.R.14</b> High-Frequency Words: Recognize high-frequency words in isolation.</p> <p><b>CT.PK.R.20</b> Reading Comprehension: Before Reading: Activate prior knowledge to aid comprehension of fiction and nonfiction texts.</p> <p><b>CT.PK.R.21</b> Reading Comprehension: Before Reading: Predict outcomes based on clues in a text by answering teacher-led questions, e.g., What do you think will happen next?</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 10</b> Shows understanding of stories <b>COG 13</b> Identifies printed words</p>	CT standards PK.R.3 and PK.R.14 represent an excellent match.
<p><b>CC.K.R.F.3.d</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>CT.1.R.7</b> Phonological Awareness: Delete, add and substitute letter sounds in initial position to make different words.</p>		CT standard does not specify "initial" sounds.

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
<b>Fluency</b>			
<b>CC.K.R.F.4</b> Read emergent-reader texts with purpose and understanding.	<b>CT.K.R.6</b> Concepts About Print: Emergently "read" familiar books, i.e., recognize print and pictures tell the story.  <b>CT.K.R.22</b> Fluency: Read decodable texts to practice and gain fluency.	<b>Developmental Reading Assessment (DRA 2)</b>	CT standard does not reference reading for meaning.

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
WRITING STRAND: WRITING STANDARDS			
Text Types and Purposes			
<b>CC.K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	<b>CT.PK.W.11</b> Writing Genres, Traits and Crafts: Persuasive: Write, discuss or draw to explain why they like something, e.g., school, teacher, dessert.  <b>CT.K.W.19</b> Writing Genres, Traits and Crafts: Persuasive: Dictate and write one idea for liking something.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 14</b> Uses writing to convey meaning <b>CRE 2</b> Draws and paints to represent own ideas	CCSS specifically states <u>opinion</u> (good vs. bad) not just why something is preferred/liked.
<b>CC.K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>CT.K.W.18</b> Writing Genres, Traits and Crafts: Expository: Dictate and write simple lists, labels, captions and informational sentences.		CT standard does not include topic and information.
<b>CC.K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>CT.PK.W.9</b> Writing Genres, Traits and Crafts: Narrative: Write or discuss "stories," using at least pictures and letter-like approximations.  <b>CT.K.W.16</b> Writing Genres, Traits and Crafts: Narrative: Draw and write in journals about the day's events.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 14</b> Uses writing to convey meaning <b>CRE 2</b> Draws and paints to represent own ideas	CT standard does not specify "provide a reaction."

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
	<b>CT.K.W.17</b> Writing Genres, Traits and Crafts: Narrative: Draw and write a story with a character and a problem		
<b>Production and Distribution of Writing</b>			
<b>CC.K.W.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>CT.K.W.12</b> Writing Process: Revise by adding details to pictures or letters to words.  <b>CT.K.W.13</b> Writing Process: Talk about writing with the teacher.		CT standard missing peer support.
<b>CC.K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>CT.PK.W.7</b> Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.  <b>CT.K.W.14</b> Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing.	<b>Preschool Assessment Framework (PAF)</b> <b>CRE 1</b> Builds and constructs to represent own ideas <b>CRE 2</b> Draws and paints to represent own ideas	CT standard does not include adult and peer support
<b>Research to Build and Present Knowledge</b>			
<b>CC.K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>CT.K.W.15</b> Writing Genres, Traits and Crafts: Descriptive: Use pictures and letters to describe a topic, idea or event.  <b>CT.K.W.16</b> Writing Genres, Traits and Crafts: Narrative: Draw and write in journals about the day's events.		Collective match t - guidance of adults not mentioned in CT standards, but overall expectations of CCSS addressed.

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<p><b>CT.K.W.19</b> Writing Genres, Traits and Crafts: Persuasive: Dictate and write one idea for liking something.</p> <p><b>CT.1.W.14</b> Writing Genres, Traits and Crafts: Descriptive: Write details about a topic, e.g., favorite food, favorite place.</p> <p><b>CT.1.W.21</b> Writing Genres, Traits and Crafts: Persuasive: Write reasons for liking something, e.g., school, book, best friend, pet.</p>		

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
<b>SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS</b>			
<b>Comprehension and Collaboration</b>			
<b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.  <b>CT.PK.OL.3</b> Listening: Attend to peer speech during play.  <b>CT.PK.OL.4</b> Listening: Attend to partners' speech during conversation.  <b>CT.K.OL.4</b> Speaking: Take turns during conversation.  <b>CT.K.OL.5</b> Speaking: Participate in group discussion.  <b>CT.K.OL.6</b> Speaking: Use voice level fitting of setting.	<b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 3</b> Participates in teacher-led activities <b>COG 9</b> Understands and participates in conversations	
<b>CC.K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.  <b>CT.PK.OL.3</b> Listening: Attend to peer speech during play.	<b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 3</b> Participates in teacher-led activities <b>COG 13</b> Identifies printed words	

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
	<p><b>CT.PK.OL.4</b> Listening: Attend to partners' speech during conversation.</p> <p><b>CT.K.OL.4</b> Speaking: Take turns during conversation.</p> <p><b>CT.K.OL.6</b> Speaking: Use voice level fitting of setting.</p>		
<p><b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.</p>	<p><b>CT.PK.OL.6</b> Speaking: Participate in one-to-one conversations and group discussions.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 12</b> Recognizes similar sounds in speech</p>	CT standard does not specify "multiple exchanges."
<p><b>CC.K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>CT.K.OL.2</b> Listening: Listen to acquire information and to respond to questions.</p> <p><b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p><b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences <b>COG 9</b> Understands and participates in conversations</p>	CT standards only address reading information.
<p><b>CC.K.SL.3</b> Ask and answer questions in</p>	<p><b>CT.PK.R.22</b> Reading Comprehension: During</p>	<p><b>Preschool Assessment Framework (PAF)</b></p>	CT standards do not include "get information and clarify."

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
order to seek help, get information, or clarify something that is not understood.	<p>Reading: Ask questions when things do not make sense</p> <p><b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p><b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences</p> <p><b>COG 9</b> Understands and participates in conversations</p> <p><b>COG 10</b> Shows understanding of stories</p>	
<b>Presentation of Knowledge and Ideas</b>			
<b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p><b>CT.PK.OL.7</b> Speaking: Share personal experiences.</p> <p><b>CT.PK.OL.10</b> Speaking: Describe objects, events, feelings, etc. with details and examples.</p> <p><b>CT.K.OL.10</b> Speaking: Describe objects, events, feelings, etc. with details or examples.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 5</b> Uses words to express emotion or feelings</p> <p><b>COG 5</b> Compares and orders objects and events</p> <p><b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences</p> <p><b>COG 9</b> Understands and participates in conversations</p>	CT standards do not include "additional details."
<b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p><b>CT.PK.W.7</b> Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.</p> <p><b>CT.K.W.14</b> Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>CRE 2</b> Draws and paints to represent own ideas</p>	CT standards do not address the combination of oral presentation with "visual displays."
<b>CC.K.SL.6</b> Speak audibly and express	<b>CT.K.OL.6</b> Speaking: Use voice level fitting of		CT standard does not include "thoughts and feelings."



<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
thoughts, feelings, and ideas clearly.	setting.		
<b>Comprehension and Collaboration</b>			
<b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.  <b>CT.PK.OL.3</b> Listening: Attend to peer speech during play.  <b>CT.PK.OL.4</b> Listening: Attend to partners' speech during conversation.  <b>CT.K.OL.4</b> Speaking: Take turns during conversation.  <b>CT.K.OL.5</b> Speaking: Participate in group discussion.  <b>CT.K.OL.6</b> Speaking: Use voice level fitting of setting.	<b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 3</b> Participates in teacher-led group activities ideas and experiences <b>COG 9</b> Understands and participates in conversations	
<b>CC.K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>CT.PK.OL.1</b> Listening: Attend to a speaker or reader during group activities.  <b>CT.PK.OL.3</b> Listening: Attend to peer speech during play.	<b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 3</b> Participates in teacher-led group activities <b>COG 9</b> Understands and participates in conversations	

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
	<p><b>CT.PK.OL.4</b> Listening: Attend to partners' speech during conversation.</p> <p><b>CT.K.OL.4</b> Speaking: Take turns during conversation.</p> <p><b>CT.K.OL.6</b> Speaking: Use voice level fitting of setting.</p>		
<p><b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.</p>	<p><b>CT.PK.OL.6</b> Speaking: Participate in one-to-one conversations and group discussions.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 9</b> Understands and participates in conversations</p>	CT standard does not specify "multiple exchanges."
<p><b>CC.K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>CT.PK.R.22</b> Reading Comprehension: During Reading: Ask questions when things do not make sense</p> <p><b>CT.K.OL.2</b> Listening: Listen to acquire information and to respond to questions.</p> <p><b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 9</b> Understands and participates in conversations</p>	CT standards only address reading information.
<p><b>CC.K.SL.3</b> Ask and answer questions in</p>	<p><b>CT.PK.R.22</b> Reading Comprehension: During</p>	<p><b>Preschool Assessment Framework (PAF)</b></p>	CT standard does not include "get information and clarify."

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
order to seek help, get information, or clarify something that is not understood.	<p>Reading: Ask questions when things do not make sense.</p> <p><b>CT.K.R.29</b> Reading Comprehension: During Reading: Ask questions when things do not make sense.</p>	<b>COG 9</b> Understands and participates in conversations	
<b>Presentation of Knowledge and Ideas</b>			
<b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p><b>CT.PK.OL.7</b> Speaking: Share personal experiences.</p> <p><b>CT.PK.OL10</b> Speaking: Describe objects, events, feelings, etc. with details and examples.</p> <p><b>CT.K.OL.10</b> Speaking: Describe objects, events, feelings, etc. with details or examples.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 5</b> Uses words to express emotion or feelings <b>COG 5</b> Compares and orders objects and events <b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences <b>COG 9</b> Understands and participates in conversations</p>	CT standard does not include "additional details."
<b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p><b>CT.PK.W.7</b> Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.</p> <p><b>CT.K.W.14</b> Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>CRE 2</b> Draws and paints to represent own ideas</p>	CT standards do not address the combination of oral presentation with "visual displays."
<b>CC.K.SL.6</b> Speak audibly and express	<b>CT.K.OL.6</b> Speaking: Use voice level fitting of		CT standard does not include "thoughts and feelings."

GRADE K			
CCSS	CT Standard Match	CT Assessment	Notes
thoughts, feelings, and ideas clearly.	setting.		

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<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
<b>LANGUAGE STRAND: LANGUAGE STANDARDS</b>			
<b>Conventions of Standard English</b>			
<b>CC.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CT.PK.W.2</b> Writing Conventions: Print or copy their first name.  <b>CT.PK.W.3</b> Writing Conventions: Use letter-like approximation  <b>CT.PK.R.26</b> Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.  <b>CT.PK.OL.6</b> Speaking: Participate in one-to-one conversations and group discussions  <b>CT.PK.OL.5</b> Speaking: Use complete sentences with at least five words.  <b>CT.K.W.7</b> Writing Conventions: Recognize names of letters and are able to write uppercase and lowercase letters when the letter name or sound is dictated. <b>CT.1.W.3</b>	<b>Preschool Assessment Framework (PAF)</b>  <b>COG 10</b> Shows understanding of stories <b>COG 14</b> Uses writing to convey meaning    <b>P &amp; S 5</b> Uses words to express emotion or feelings <b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences <b>COG 9</b> Understands and participates in conversations	Collective match with multiple CT standards from multiple grade levels.

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
	<p>Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points.</p> <p><b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p><b>CT.1.OL.5</b> Speaking: Ask questions for clarification and understanding.</p>		
<p><b>CC.K.L.1.a</b> Print many upper- and lowercase letters.</p>	<p><b>CT.PK.W.2</b> Writing Conventions: Print or copy their first name.</p> <p><b>CT.PK.W.3</b> Writing Conventions: Use letter-like approximation.</p> <p><b>CT.1.W.7</b> Handwriting: Print legibly, e.g., size, spacing, formation, uppercase and lowercase.</p>	<p><b>Preschool Assessment Framework (PAF)</b> <b>COG 14</b> Uses writing to convey meaning</p>	
<p><b>CC.K.L.1.b</b> Use frequently occurring nouns and verbs.</p>	<p><b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p>		
<p><b>CC.K.L.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p><b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p>		
<p><b>CC.K.L.1.d</b></p>	<p><b>CT.PK.R.26</b></p>	<p><b>Preschool Assessment Framework</b></p>	

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.  <b>CT.1.OL.5</b> Speaking: Ask questions for clarification and understanding.	<b>(PAF)</b> <b>COG 10</b> Shows understanding of stories	
<b>CC.K.L.1.e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>CT.K.OL.11</b> Speaking: Make simple comparisons, e.g., positional words.		Used CCSS example of "prepositional phrases" to make the CT standard match. CT standards do not have same specificity as CCSS expectations.
<b>CC.K.L.1.f</b> Produce and expand complete sentences in shared language activities.	<b>CT.PK.OL.5</b> Speaking: Use complete sentences with at least five words.  <b>CT.PK.OL.6</b> Speaking: Participate in one-to-one conversations and group discussions.  <b>CT.K.OL.7</b> Speaking: Share information and ideas in complete sentences.	<b>Preschool Assessment Framework (PAF)</b> <b>P &amp; S 5</b> Uses words to express emotion or feelings <b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences <b>COG 9</b> Understands and participates in conversations	CT standards do not include "expand" sentences.
<b>CC.K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CT.K.W.1</b> Writing Conventions: Use periods, question marks and exclamation marks at the end of sentences.  <b>CT.K.W.3</b>		

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
	<p>Writing Conventions: Write first and last name with correct capitalization.</p> <p><b>CT.K.W.5</b> Writing Conventions: Use capital letters to begin sentences, names and the word "I."</p> <p><b>CT.K.W.8</b> Writing Conventions: Spell high-frequency words, e.g., I, a, it, go, the, and.</p>		
<b>CC.K.L.2.a</b> Capitalize the first word in a sentence and the pronoun I.	<b>CT.K.W.5</b> Writing Conventions: Use capital letters to begin sentences, names and the word "I."		
<b>CC.K.L.2.b</b> Recognize and name end punctuation.	<b>CT.K.W.1</b> Writing Conventions: Use periods, question marks and exclamation marks at the end of sentences.		CT standard does not specify "recognize and name."
<b>CC.K.L.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<p><b>CT.K.R.17</b> Phonics: Demonstrate letter-sound correspondences for all single consonants.</p> <p><b>CT.K.R.18</b> Phonics: Identify letters matched to short vowel sounds.</p>		
<b>CC.K.L.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter	<b>CT.1.W.2</b> Spelling: Use spelling approximations, including beginning, middle and ending sounds and		



<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
relationships.	conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like		
<b>Vocabulary Acquisition and Use</b>			
<b>CC.K.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<b>CT.K.R.25</b> Vocabulary: Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.		
<b>CC.K.L.4.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<b>CT.1.R.16</b> Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.  <b>CT.1.R.22</b> Vocabulary: Recognize words have more than one meaning.		
<b>CC.K.L.4.b</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to	<b>CT.1.R.16</b> Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.		

<b>GRADE K</b>			
<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
the meaning of an unknown word.			
<b>CC.K.L.5.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>CT.1.R.23</b> Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.		
<b>CC.K.L.5.b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>CT.1.R.25</b> Vocabulary: Identify common antonyms and synonyms.		CCSS is meaning driven not just identifying.
<b>CC.K.L.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>CT.K.OL.10</b> Speaking: Describe objects, events, feelings, etc. with details or examples.		
<b>CC.K.L.5.c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>CT.K.R.26</b> Vocabulary: Identify common words in basic categories, i.e., can give examples of favorite foods or favorite colors.		
<b>CC.K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>CT.PK.R.18</b> Vocabulary: Use newly learned vocabulary during class discussions.	<b>Preschool Assessment Framework (PAF)</b> <b>COG 8</b> Uses complex sentences and vocabulary to describe ideas and experiences <b>COG 9</b> Understands and participates in conversations	